

**TargetStrategies™**  
**Aligned Reading Strategies**  
**Priority Academic Student Skills**  
**8<sup>th</sup> Grade**

<b>PASS Objective:</b>	OKR081502c Research and information: Conduct research and organize information: Accessing information: Interpreting information: Analyze and evaluate information from a variety of sources: Identify and credit the sources used to gain information (e.g., bibliographies, footnotes, appendix) (STANDARD 5.2c)
<b>Focus Objective:</b>	The student will analyze and evaluate sources and determine why the author uses bibliographies, footnotes, appendices, and other sources of information.
<b>Genre:</b>	Nonfiction
<b>Reading Integration:</b>	Language Arts
<b>Level:</b>	Analysis

**Prerequisite Skills:**

- determine the main idea of a nonfictional passage (R8.10)
- draw reasonable conclusions from the information in a passage (R8.12)
- identify the purpose, audience, and main idea of a passage (R8.15)
- make inferences based on stated and implied information in a passage (R8.16)
- apply knowledge of resource materials to determine the appropriate use of various types (R8.28)
- apply proper note-taking strategies in researching information for reports (R8.29)
- locate key bibliographic information (e.g., copyright date, author, publisher, etc.) (R8.30)

(Coding refers to an applicable TargetFundamentals™ lesson.)

**Related Objectives:**

OKR081501a	Research and information: Conduct research and organize information: Accessing information: Select the best source for a given purpose, locate information relevant to research questioning: Access information from a variety of primary and secondary sources, including electronic text, experts, and prime resources, to locate information relevant to research questioning (STANDARD 5.1a)
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- OKR081501b     Research and information: Conduct research and organize information:  
Accessing information: Select the best source for a given purpose, locate  
information relevant to research questioning: Use text organizers, including  
headings, graphic features (e.g., boldface, italic type), and tables of contents,  
to locate and organize information (STANDARD 5.1b)
- OKR081502b     Research and information: Conduct research and organize information:  
Accessing information: Interpreting information: Analyze and evaluate  
information from a variety of sources: Analyze and paraphrase or summarize  
information from a variety of sources into a research paper  
(STANDARD 5.2b)
- OKR081502e     Research and information: Conduct research and organize information:  
Accessing information: Interpreting information: Analyze and evaluate  
information from a variety of sources: Interpret and use graphic sources of  
information such as maps, graphs, timelines, or tables to address research  
questions (STANDARD 5.2e)

## INSTRUCTIONAL PREPARATION

Choose or prepare the following:

- two grade-level-appropriate nonfictional passages that contain a footnote, an appendix, and a bibliography (use for Practice and for Assessment)
- a handout similar to the *Analyze the Passage* handout that contains questions that pertain to the prepared passage (use for Practice)

Duplicate the following (one per student unless otherwise indicated):

- *Information from the Author* reference sheet (use for Instruction)
- *Evaluate the Source* reference sheet (use for Instruction)
- “One of the Great Writers of Our Day” passage (use for Instruction)
- *Analyze the Passage* handout (use for Instruction)
- the chosen passages (use one for Practice and one for Assessment)
- the prepared handout (use for Practice)

Prepare a transparency of the following:

- *Information from the Author* reference sheet (use for Instruction)
- *Evaluate the Source* reference sheet (use for Instruction)
- “Arlington National Cemetery” passage (use for Instruction)
- *Additional Arlington Sources* sheet (use for Instruction)
- “One of the Great Writers of Our Day” passage (use for Instruction)
- *Analyze the Passage* handout (use for Instruction)

Display the Focus Questions:

- What does a reader need to know to determine why an author uses bibliographies, footnotes, appendices, and other sources of information?
- What does a reader need to know to credit a source?
- What does a reader need to know to analyze and evaluate sources?

## INSTRUCTION

1. To begin the lesson, write the following definition on the classroom board:

Bibliography – a list of sources used by an author

Ask the following questions:

- ✓ What type of information would be listed in a bibliography? *(Appropriate responses are as follows: magazines; books; Web sites; encyclopedias; newspapers.)*
- ✓ Why does an author use a bibliography? *(An appropriate response is as follows: to give credit to the sources from which the author got his or her information.)*

Discuss the responses and facilitate a discussion to show that a bibliography is only one of the ways that an author shares information.

2. Distribute copies of the *Information from the Author* reference sheet and display the transparency. Read aloud and discuss the information concerning bibliographies, footnotes, and appendices in the boxes.
3. Distribute copies of the *Evaluate the Source* reference sheet and display the transparency. Read aloud and discuss the information on the sheet. Facilitate a discussion about the importance of choosing the appropriate sources when doing research about a topic. There are many books, magazines, Web sites, etc. that may claim to have information about a topic, but some sources may have information that is not correct, current, or credible.
4. Tell the students that in today's lesson they will be analyzing a passage to determine why the author included certain information. Explain that they will also credit a source and evaluate additional sources that could be used to gain information.
5. Display the transparency of the "Arlington National Cemetery" passage. Read the passage aloud while the students read along silently. Then ask the following questions:
  - ✓ Why does the author use a footnote? *(An appropriate response is as follows: to explain when John F. Kennedy was president.)*
  - ✓ Why does the author refer to an appendix? *(An appropriate response is as follows: to let the reader know that there is additional information about the other memorials and museums in Washington, D.C.)*
  - ✓ Why does the author include a bibliography? *(An appropriate response is as follows: so that the reader knows where the author got his or her information.)*

Discuss the responses for accuracy.

6. Ask the first focus question. Give the students time to think about it. Facilitate a discussion that leads to the understanding that to determine why an author uses bibliographies, footnotes, appendices, and other sources of information, a reader needs to determine
  - ✓ the purpose of the passage,
  - ✓ the information presented in these sources.

Explain to the students that the “Arlington National Cemetery” passage can also be credited in a bibliography. Have the students refer to the “Bibliography” box on their *Information from the Author* reference sheet. Discuss the information that is included in each bibliographic entry.

7. Ask the second focus question. Give the students time to think about it. Facilitate a discussion that leads to the understanding that to credit a source, a reader needs to determine
  - ✓ the author,
  - ✓ the title,
  - ✓ when and where the passage was published,
  - ✓ in what publication the passage appeared.

Discuss the responses for accuracy and, with the students’ help, write an appropriate bibliographic entry for the passage at the top of the “Arlington National Cemetery” transparency.

8. Explain to the students that additional information can be obtained by using additional sources of information. Display the *Additional Arlington Sources* sheet. Ask volunteers to read each bibliographic entry. Then ask the following questions:
  - ✓ Which resource would have the most information about Arlington National Cemetery? Why? (*An appropriate response is as follows: the magazine article because it specifically mentions Arlington and was published recently.*)
  - ✓ Which reference would be least helpful in locating additional information about Arlington National Cemetery? Why? (*An appropriate response is as follows: the newspaper article because it doesn’t mention where the author has taken a trip and it is not very recent.*)
9. Ask the third focus question. Give the students time to think about it. Facilitate a discussion that leads to the understanding that to analyze and evaluate sources, a reader needs to determine
  - ✓ the date of publication of the source,
  - ✓ what information might be included in the source.
10. Distribute copies of the “One of the Great Writers of Our Day” passage and display the transparency. Read aloud the passage as the students read along silently.
11. Have the students get into pairs. Distribute copies of the *Analyze the Passage* handout. Read it aloud while the students read along silently. Tell the students to work collaboratively to complete the handout. Remind the students that they may work together, but each is responsible for completing his or her own handout.
12. When the students have finished the task, have them return to a whole-group setting. Display the transparency of the *Analyze the Passage* handout. Ask volunteers to share their responses. Discuss the responses for accuracy and write appropriate responses on the transparency.

13. To conclude instruction, have the students think about the following questions:

- ✓ How can a reader determine why an author used a bibliography, a footnote, an appendix, or another source of information?
- ✓ How can a reader credit a source?
- ✓ How can sources and authors be analyzed and evaluated?

Ask several volunteers to share their thoughts. Discuss the responses for accuracy.

### **Alternative Instruction:**

- Choose two books on the same topic that contain at least one footnote, an appendix, and a bibliography. Distribute copies of the *Information from the Author* reference sheet and display the transparency. Read aloud and discuss the information in each box. Explain the necessity of giving credit to all sources from which information is obtained. Facilitate a discussion about the reasons an author may include a footnote, an appendix, and/or a bibliography. Distribute the *Evaluate the Source* reference sheet and display a transparency of it. Facilitate a discussion about the importance of choosing a credible and timely source. Display one of the selected books and show the students an example of a footnote, an appendix, and the bibliography within the book. Facilitate a discussion about why the author included the footnote, the appendix, and the bibliography. Repeat this procedure with the second selected book. Discuss the differences between the two books and how one book might be a better source of information on a certain topic than the other one. On the classroom board, write a bibliographic entry for each of the books. Then review how a reader determines whether a source is credible and timely and why an author uses footnotes, a bibliography, and appendices.

### **PRACTICE**

1. Have the students get into their book-club groups. Distribute copies of the chosen passage. Tell the students to read the passage and discuss the information conveyed by the passage and the use of the footnote, appendix, and bibliography.
2. Distribute the prepared handout. Have the students work collaboratively to complete the handout.
3. When the students have completed the task, ask volunteers to share their responses. Discuss the responses for accuracy.
4. To conclude the lesson, facilitate a discussion to review the importance of determining why an author uses footnotes, a bibliography, and an appendix; how to credit a source; and how to evaluate the credibility of the sources used by the author.

### **Alternative Practice:**

- Review with the students the importance of determining which source is the best or the least helpful; why an author includes footnotes, an appendix, and/or a bibliography; and how to determine the credibility of an author. Escort the students to the library. Have them pair up. Tell the pairs to find two books on the same topic that contain examples of footnotes, appendices, and bibliographies. Have them determine the credibility of the two books and decide which would be the better choice to use for their chosen topic. Tell them to write their chosen topic at the top of a sheet of notebook paper. Then tell them to write underneath the topic a bibliographic entry for the book chosen as the best source. Have them then determine why the author used the footnotes, appendices, and bibliographies, and tell them to also write this on their notebook paper. Return to the classroom and ask volunteers to share their examples. Discuss the responses for accuracy. Then facilitate a discussion about the importance of evaluating sources used for information and the reasons an author uses footnotes, appendices, and a bibliography.

### **ASSESSMENT**

- Have the students read the chosen passage. Prepare several multiple-choice questions in the following manner (four choices):
  - ✓ This selection is most likely to be accurate if it is written by
  - ✓ Why does the author use (footnotes/a bibliography/an appendix)?
  - ✓ Which reference would be least helpful in locating information for a research paper about (topic)?
  - ✓ Which resource would have the most recent information about (topic)?
  - ✓ Why does the author refer to (resource)?

### **Alternative Assessment:**

- Choose or prepare a passage that contains a footnote, an appendix, and a bibliography, and have the students read it. Prepare several multiple-choice questions in the following manner (four choices):
  - ✓ This author (is/is not) credible because
  - ✓ The (footnote/appendix/bibliography) is included because
  - ✓ The least helpful reference for finding information on (topic) would be
  - ✓ The most recent information on (topic) could be found in
  - ✓ The author refers to (resource) because

# Information from the Author

## Bibliography

*A list of newspapers, magazines, books, etc. a writer used while researching a topic*

### newspaper:

Hart, Rose. "Climbing Mount Everest." Seaville News 13 July 2003: A3+.

### magazine:

Brown, Ted. "Update Your PC." Data Tips 31 May 2002: 25-26.

### book:

Thomas, Toni. Yesterday's Memories. New York: Rolten, 2001.

### encyclopedia:

"African Elephants." Encyclopedia of Animals. 3rd ed. 2003.

## Footnote

*A note marked in the text with a superscript (small) number that gives extra information or bibliographic information about a word or subject in the text*

### Text:

The fact that there were plants on the moon was proven through scientific testing.<sup>3</sup>

### Footnote:

3. William Johnson, Moon Facts (New York: Harper Williams, 1992) 132.

## Appendix

*Supplementary material added at the end of the passage or report; it often includes maps, charts, tables, lists, diagrams, or explanations*

### APPENDIX A

As used in this passage, the following abbreviations have these meanings:

acct = account

amnt = amount

id = identification

gl = general ledger

# Evaluate the Source

*To determine if a source is the best one to use, consider the following:*

## **Title**

- ✓ Does it refer to this topic?
- ✓ Does it indicate that the book is fiction or nonfiction?

## **Publication Date**

- ✓ How recently was this source written?
- ✓ Would I be able to find information that is more current?

## **Content**

- ✓ Is the information specific to this topic?



# Arlington National Cemetery

by John Anthony, from the June 21, 2003, issue of Musical Times

Washington, D.C., is one of the most beautiful cities in the world. Many tourists each year visit the city to see the White House and the many memorials and museums. (*See Appendix A for a listing of places to visit in Washington, D.C.*)

The Arlington National Cemetery is in Washington, D.C. It contains the Tomb of the Unknowns, built to honor American soldiers who died without their remains being identified. Four unknown servicemen are buried at the tomb. One is from World War I, one is from World War II, one is from the Korean War, and the fourth is a soldier from the Vietnam War. Carved into one side of the marble tomb are three Greek figures representing peace, victory, and valor. The following words are inscribed on the back of the tomb:

HERE RESTS IN  
HONORED GLORY  
AN AMERICAN  
SOLDIER  
KNOWN BUT TO GOD

Two other important places in the cemetery are the graves of President John F. Kennedy<sup>1</sup> and his brother, Senator Robert Kennedy. Senator Robert Kennedy was a defender of human rights. The following sentences, taken from one of his speeches, are displayed on his tomb:

Some men see things as they are and ask “Why?”  
I dream things that never were and ask, “Why not?”

If you ever visit Washington, D.C., be sure to visit this important cemetery.

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## APPENDIX A

- |                            |                               |
|----------------------------|-------------------------------|
| 1. Lincoln Memorial        | 6. Ford’s Theatre             |
| 2. Library of Congress     | 7. Holocaust Museum           |
| 3. National Gallery of Art | 8. The Pentagon               |
| 4. Smithsonian Institution | 9. Supreme Court              |
| 5. Botanical Gardens       | 10. Capital Children’s museum |

## BIBLIOGRAPHY

Franklin, Marvin. My Travels through America. San Francisco: Pomroy, 1997.  
Harrell, William. “Tourist Spots.” USA Travel Guide 28 Jan. 2002: 17-19.  
Johnson, Sandy. “Visiting Our Nation’s Memorials.” Kansas City Times 22 June 2004: B3+.

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<sup>1</sup>the thirty-fifth president of the United States; served from 1961 to 1963

## **Additional Arlington Sources**

Allison, Shawn. "National Treasures: Arlington National Cemetery." Explore USA 24 Apr. 2005: 47-50.

McKinney, Sunshine. Important Cemeteries of the World. Denver: Mountain Publishing, 2004.

Rettke, Forrestt. "An Unforgettable Trip." World Gazette 15 Jan. 1990: B7+.

"Washington, D.C." American Encyclopedia. 2nd ed. 2005.

# One of the Great Writers of Our Day

by Fred Noyes, from the January 1, 2002, issue of Today's Gazette

Maya Angelou is one of the great voices of modern literature. She has written ten best-selling books and many magazine articles. She was also nominated for the Pulitzer Prize in Poetry.<sup>1</sup> Former President Bill Clinton is one of her biggest fans. At his 1993 presidential inauguration, she recited a poem, "On the Pulse of Morning," which she had written for the occasion.

Angelou was born in 1928 in Missouri. She suffered hardship and abuse as she was sent back and forth between her grandmother's home in a small town and her mother's glamorous world in St. Louis. Through her writings, she has shared stories of the hardships she has overcome and has encouraged people to work toward improving their own lives. Many of her books and poems are directed at helping people survive hardships and obtain a better life for themselves.

*I Know Why the Caged Bird Sings* (1969) is a story about her life until the age of sixteen. She has written four autobiographies. Her first book of poetry, *Just Give Me a Cool Drink of Water 'fore I Diiie*, was published in 1971.

Angelou is multitalented, and in addition to writing books and poetry, she became the first black director in Hollywood and has written, produced, and starred in films and television programs.

Here are two lines from a poem she read at the Million Man March that seem to illustrate her philosophy of life:

The ancestors remind us, despite the history of pain  
We are a going-on people who will rise again.

For a list of some of the many books she has written, see Appendix A.

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## APPENDIX A

*Oh Pray My Wings Are Gonna Fit Me Well* (1975)

*I Shall Not Be Moved* (1990)

*Life Doesn't Frighten Me* (1998)

## BIBLIOGRAPHY

Bendix, Thomas. "Maya Angelou Unscripted." Poetry Guild News 18 Feb. 2002: 11-15.

Hart, David. "Poets of the Century." New York Tribune 12 Oct. 2004: D4+.

Holland, Roger. The Day I Met Maya. San Francisco: Handel Printers, 1986.

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<sup>1</sup> A literature award given annually for poetry in book form by an American author and preferably dealing with American life

Name \_\_\_\_\_

## Analyze the Passage

Why does the author use a footnote?

Why does the author refer to Appendix A?

Why does the author use a bibliography?

Write a bibliographic entry for this passage.

### BIBLIOGRAPHY

1. A book: Hudson, Howard. Problems of the South. San Francisco: Shelton Publishing, 2000.
2. A magazine article: Jackson, John. "Important Women of Our Day." Music Marvels Aug. 1990: 40-56.
3. A newspaper article: Lexington, Marilee. "Maya Angelou, A National Treasure." Washington Times 20 Jan. 2005: F1+.

Which resource would have the most recent information about Maya Angelou? #\_\_\_\_\_

I know this because

Which resource would have the least helpful information about Maya Angelou? #\_\_\_\_\_

I know this because